

Ratio of Interactions

INTERVENTIONS AT A GLANCE

Include:

- ▶ A positive interaction marked when a student behaves appropriately and the teacher responds.
- ▶ A negative interaction marked when a student behaves inappropriately and the teacher responds.
- ▶ A calculated ratio totaling the number of positive to negative teacher interactions.

Goals:

- ▶ Ratio of positive to negative interactions of 3:1 or better.
- ▶ More specific praise (direct, descriptive, and nonattributive) than general praise.

INTERVENTIONS

Increase noncontingent positive attention.

- ▶ Commit to saying hello to every student who enters the classroom (verbal greeting, handshake, welcoming gesture).
- ▶ Show an interest in students' progress during independent work periods.
- ▶ Invite students to ask for assistance.
- ▶ Engage in conversation with students.
- ▶ Plan to greet or talk to any student you recently had to interact with around misbehavior, showing that what happened is in the past.
- ▶ Avoid long discussions on tangential topics during teacher-led instruction or when monitoring independent work.

Increase the amount of praise or positive feedback.

- ▶ Identify a specific problem behavior that you would like to see less of in the classroom and define the opposite of this behavior. Teach the expected behavior, ignore the problem behavior, and "catch" students meeting expectations by providing specific positive feedback.
- ▶ Post a visual reminder to praise students in an area viewed frequently, such as the overhead projector, the clock, the corner of the desk, or the side of a whiteboard.
- ▶ After praising one student, find another student who is exhibiting similar behavior and praise that student as well.

- ▶ Provide more opportunities to respond.
- ▶ Acknowledge appropriate student behavior by creatively using gestures (thumbs up, the "OK" sign, clapping, a nod of the head), tangibles (stickers, stars), points toward a whole-class or individual reward, calling a parent to report student success, and other systems of motivation.
- ▶ Publicly post examples of positive work, demonstrating pride in what students have done and increasing their sense of belonging.

Decrease the number of reprimands or corrections.

- ▶ Ignore minor misbehavior if the behavior is attention-seeking in nature. In conjunction with the planned ignoring, provide positive feedback and attention to students who are engaged in appropriate behavior. Actively attempt to "catch" the students being purposefully ignored when they do engage in appropriate behavior.
- ▶ Ensure that students know the expectations. Identify problem behaviors, teach behavior expectations, and provide positive feedback when expected behaviors occur.
- ▶ Provide "precorrections"—quick reminders of how to behave appropriately for an activity—when you anticipate that certain students may have difficulty behaving appropriately.